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ABSTRACT

A study was conducted to identify the factors that lead single parents and homemakers to choose nontraditional job training and the barriers they encounter in this effort. Data were collected from 14 sites in New Jersey through a mailed survey of 73 single parent/homemaker program clients and 10 program directors. The survey found that the population of single parents and homemakers is growing younger and poorer, with fewer clients having ever been married. Factors attracting women to nontraditional job training were found to be: (1) opportunities to get acquainted with female role models in nontraditional occupations; (2) group awareness sessions; (3) support groups to nurture and sustain women in nontraditional training; and (4) opportunities to link with counselors during training and the initial employment period. Barriers facing single parents included lack of financial support, child care, and transportation. Many single parents and homemakers also had low self-esteem and were unable to set long-term goals. The study recommended that future programs serving this population should offer personal counseling, assertiveness workshops, and a series of short-term job training experiences terminating in preparation for nontraditional occupations. (Twelve figures are included, and survey instruments, program site map, and 15 references are provided.) (KC)

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A STATUS REPORT ON NEW JERSEY SINGLE PARENTS AND HOMEMAKERS IN VOCATIONAL EDUCATION PROGRAMS 1988–1989

Developed by:

Life Skills Center
Department of Home Economics
School of Professional Studies
Montclair State College
Upper Montclair, New Jersey 07043

Funded through the Carl D. Perkins Act
New Jersey State Department of Education
Division of Vocational Education
Dr. Lloyd J. Newbaker, Assistant Commissioner

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Acknowledgments

This report represents the culmination of a three part study analyzing the status of the Single Parents and Homemakers in the state of New Jersey 1978-89. We wish to thank the many people who contributed to the publication of this study, particularly Elizabeth Stambolian, New Jersey Vocational Equity Coordinator, who provided the leadership and technical assistance which enabled us to complete this undertaking. We also wish to acknowledge the Single Parents and Homemakers program directors and their clients who cooperated in the collection of the data.

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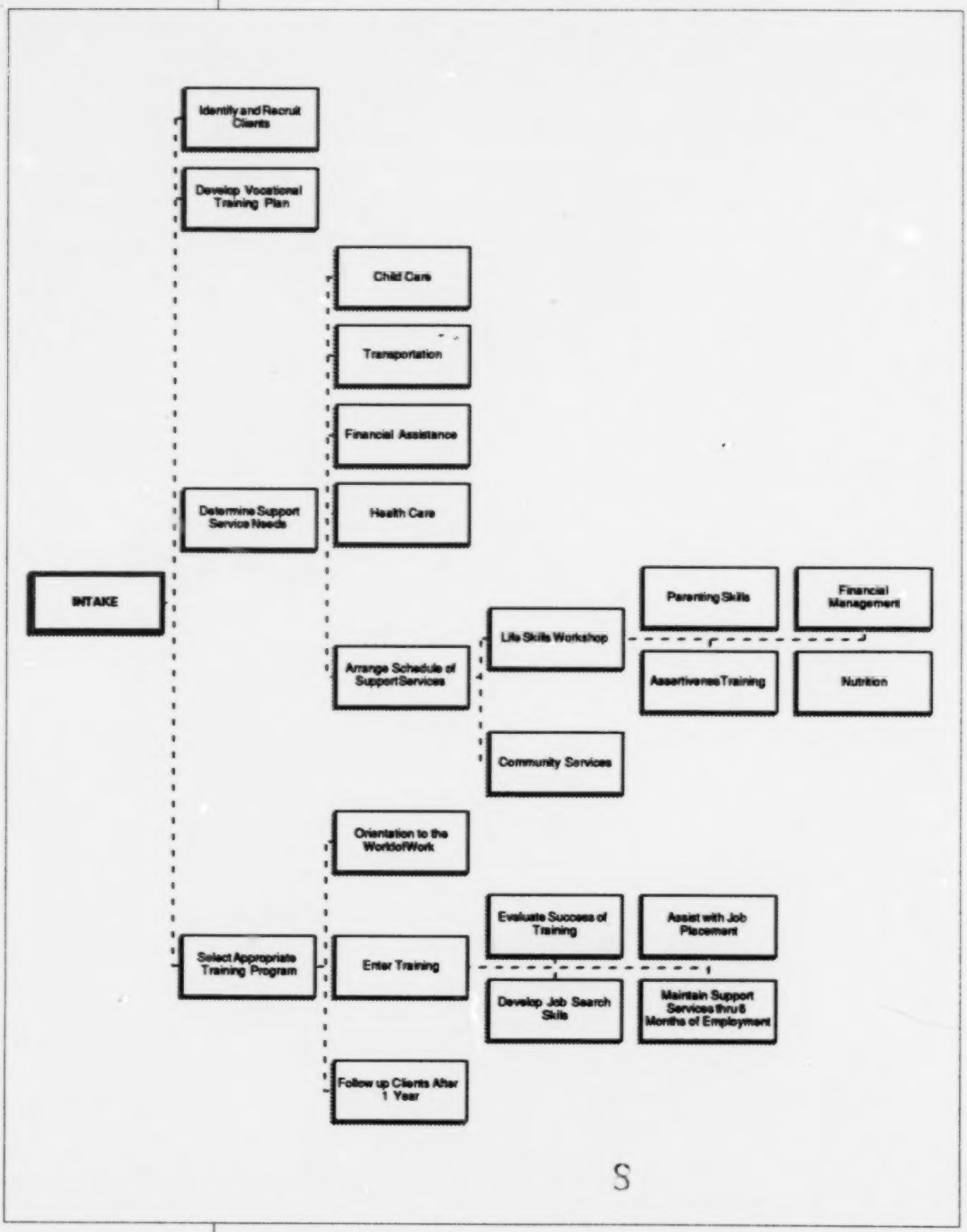
Single Parent and Homemaker Model to Prepare for Employment and Self Sufficiency



Introduction

With over 50 per cent of marriages ending in divorce and a rapidly growing number of children born out of wedlock, the single parent family is a rapidly emerging lifestyle, not only in New Jersey, but throughout the United States. According to Jones (1984), the number of female headed households has almost doubled since 1970, and the number of single parents and homemakers has increased from 4.5 million in 1960 to 11.5 million in 1987 (Displaced Homemakers Network, 1987). Families dependent upon these women are at a severe economic disadvantage in a society where many families are supported by two wage earners. Involving single parents and homemakers in nontraditional job training and employment will help provide a solution not only to their financial difficulties, but also to the personal problems which often beset them.

The 1987 profile of the single parents and homemakers served by the New Jersey State Department of Education, Division of Vocational Education programs funded through the Carl D. Perkins legislation, has not been significantly altered as shown by the 1988 data (Single Parents and Homemakers Report, 1987). The majority of the women are between the ages of 14 and 25, never married, and have dependent children under the age of 10. What has also remained constant over three years of research is that New Jersey single parents and homemakers continue to be heads of households, unprepared for the labor market, and unemployed or underemployed. Existing at or below the poverty level, they are in desperate need of higher paying occupations to ensure economic survival.

These women need to be educated to recognize that higher pay is often accorded to occupations nontraditional to their sex. Burge (1987) points out that it is often dire economic need that is the catalyst to bring women into nontraditional occupations. Single parents and homemakers must move into a wider range of higher paying jobs than they have traditionally held if they wish to support themselves and their families in today's economic environment.

Purpose

The purpose of this study was to:

1. Identify factors that lead single parents and homemakers to choose nontraditional job training.

2. Identify barriers that single parents and homemakers face while in nontraditional occupational training.

This study sought to accomplish the following objectives:

1. Identify factors that motivate single parents and homemakers to enter nontraditional training programs.

2. Identify support mechanisms and services leading to participation and completion by single parents and homemakers in nontraditional training programs.

3. Identify barriers to single parents and homemakers in nontraditional occupational training.

4. Develop instruments to collect data for the 1988-89 research and analysis.

Current Trends

In 1976, under the jurisdiction of Public Law 94-482, states were authorized to utilize their vocational education basic grants for services to meet the needs of several special populations. Most populations included displaced homemakers or women who had been primarily homemakers, and because of dissolution of marriage or death of a spouse were currently seeking active employment. State agencies, vocational education and private agencies have provided monies for the development of programs since 1978. Passage of the Carl D. Perkins Vocational Education Act of 1984 (PL 98-534) further targeted the younger single parent and homemaker (14-25 year old) as well as the displaced homemaker population and provided funding for vocational education services and activities to meet the special needs of these groups.

Many single parents and homemakers are women who are unmarried or legally separated from a spouse, have custody of minor children and lack marketable skills. Their absence of income may be due to divorce, widowhood, separation, disability of a spouse, loss of Aid to Families with Dependent Children as children become of age, insufficient education and job training. However, these individuals are now heads of household and must become self supporting (New Jersey Single Parents and Homemakers Status Report, 1986). Included in this population are single parent teenagers. These young mothers who give birth before the age of 18 and do not complete high school earn half as much money as their peers who graduate and are far more likely to be dependent on welfare (Wallis, 1985).

In a national survey of programs for displaced homemakers, the Displaced Homemakers Network discovered that the annual income level for displaced homemaker-headed families rarely exceeds $5000 after displacement (Marano, Levy, & Baylin, 1980). The most important difference between families headed by women and those headed by men still overwhelmingly

remains the incidence of poverty. The number of low income families headed by women continues to rise and these women face the additional reality of being unprepared to support themselves and their dependent children.

Current literature indicates that while great strides have been made in providing single parents and homemakers with services, as well as in raising the nation's awareness of the plight of this group, their numbers continue to grow. Statistics indicate that 25 per cent of all family groups are headed by one parent (Burge, 1987). Half of these households include one or two children under the age of 18, dependent on the single mother for support. Norton and Glick (1986) projected that almost 60 per cent of all children born in 1986 may be expected to spend one year or longer in a single parent family. Furthermore, statistics indicate that female-headed households have increased dramatically in the last seventeen years (Displaced Homemakers Network, 1987).

Families headed by single parents and homemakers show a consistently disadvantaged position relative to other family types: "They are characterized by a high rate of poverty, a high percentage of minority representation and relatively little formal education" (Burge, 1987) It is clear from the literature that the needs of single parents and homemakers are multifaceted. Programs targeted at single parents and homemakers need a variety of components including personal counseling, emotional support, job seeking skills, child care, nontraditional job skills, parenthood education and financial support and counseling (Burge, 1987; Parks, 1987 and others).

An updated assessment of past and present single parents and homemakers programs and services in New Jersey has been conducted to identify and evaluate these programs. Characteristics and needs of the single parent and homemaker population were also identified (Single Parents and Homemakers Status Report, 1978 - 1986). New Jersey single parents and homemakers program directors surveyed in 1986, identified job training as the major need of the population. Their close work with clients led them to conclude that counseling and educational services were also required for this population. Child care services were perceived as a major need that was not always provided.

When the clients in New Jersey Single Parents and Homemakers programs were surveyed in 1986, they expressed the need for quality child care that is available and affordable. The other services these women identified as most urgently needed were work related: career counseling, skills assessment, resume writing techniques, interviewing skills, job training and placement.

Employment opportunities and support services are of vital concern for this population not only because of the drain on Aid to Families with Dependent Children (AFDC), Supplemental Security Income, Social Security, Food Stamps and other payments, but also, more importantly, because of the waste of human resources involved (Displaced Homemakers Research Project, 1981). While it is true that large numbers of single parents and homemakers families are supported by government programs, many make valiant efforts to be independent.

A study conducted by Pett and Vaughan-Cole (1986) concluded that among women receiving less than ten thousand dollars per year, 53 per cent of their income came from personal earnings, while less than 25 per cent of their income came from public assistance such as AFDC. It is also important to recognize the strengths of many single parents and homemakers such as support networks comprised of relatives, friends and neighbors, as well as personal qualities such as independence, determination and persistence (Burge, 1987). Statistics from a

Massachusetts Employment and Training program show that welfare recipients choose employment over public assistance if given the access to quality vocational education, job placement and support services (Burns and Llamas, 1988).

However, women are at a disadvantage in the labor market due to continued occupational segregation based on sex (Burge, 1987). Other disadvantages to women include the horizontal and vertical segregation of the labor market, the increased number of women working as part time or broken time workers on low pay scales with poor conditions of work, and the continuing burden of child care (Jordan & Wain, 1987). All of these contribute to breaks in career paths which effectively block chances of promotion and make part time work more likely. Such employment patterns are also likely to prevent them from ever claiming full benefit entitlements.

Since many traditional areas of employment for women are closing due to automation and other technological changes, it is essential that women acquire skills enabling them to compete in the job market. Historically, women have shown that they are more than capable of pursuing work in traditionally male occupational areas. The necessary influx of women into construction and other manual labor positions during World War II is well documented.

Literature regarding women in nontraditional occupations and in occupations in general points out the advantage to women of employment . A sizable percentage of nonmetropolitan women are interested in holding traditionally male, blue collar jobs. Women who hold or have held traditionally male jobs generally have positive comments about their experience. However, while the numbers of women entering traditionally male fields has increased dramatically, the percentage of women in these nontraditional occupations remains proportionately low (Lillydahl, 1986).

Moore (1985) states that women working in labor market sectors that are predominantly male or have a balanced proportion of male and female workers have high job satisfaction. Job satisfaction is prejudiced almost exclusively by their perceptions of fewer economic problems, flexibility of work time and use of job skills. In contrast, males who work in predominantly female or gender-proportionate jobs have significantly lower job satisfaction, even after controlling for income and other benefits.

The willingness of educators to be innovative and sex fair in career education approaches is essential to the movement of women into nontraditional occupations. Unless single parents and homemakers give serious consideration to new information, it is unlikely that attitudes or values about nontraditional occupations will change. "Actively socializing young women and men to recognize the need to be able to support oneself and one's family is probably as important as helping them select the most 'appropriate' profession" (Burge, 1987, p.22). To make women aware of wider career options, (Eccles, 1986) suggests that women and men be trained to :

- associate different attributes and expectations with various occupations;
- assess the value they attach to occupations;
- reevaluate their stereotypes of various occupations and life roles;
- reassess the various career options (Burge, 1987).

Preparing women for nontraditional employment calls for increasing women's skills and changing attitudes, overcoming barriers,--the most serious of which are peer and parental pressure. Vocational education programs can provide the training, support and assistance that help both teenagers and adult women improve their economic status.

Methodology

This study utilized the design developed in a research proposal submitted to the New Jersey Division of Vocational Education. The plan was expedited through (1) development of research instruments, (2) contact with single parents and homemakers programs and services in New Jersey, (3) determination of sampling procedures for programs and individuals, (4) mail distribution of two data gathering instruments, (5) data collection through return mail and follow-up calls, and (6) computer-assisted data analysis.

Sample Size Procedures and Data Collection

A total of 33 programs specifically designed to serve single parents and homemakers in New Jersey were contacted. Directors were asked to identify at least 10 nontraditional clients who entered their program in 1987-88. Each director was also requested to complete a Director's Survey. Of those contacted, 14 programs responded yielding a sample of 73 Nontraditional Client Survey forms, and 10 Director's Survey forms.

Instrument Development

Following a search of existing literature, mail, telephone, and face to face interviews were selected to assess motivation. All were designed to obtain selected motivational data and to provide specific questions appropriate to the purpose of each study. To facilitate coding, the majority of questions were designed to obtain objective responses .

The following instruments were developed by the researchers for use in this study:

1. **Nontraditional Single Parents and Homemakers Survey** designed to collect data to identify factors which motivate single parents and homemakers to enter and complete nontraditional training programs.

2. **Single Parents and Homemakers Directors Survey** designed to collect data from program directors to identify the needs, obstacles, and support services offered the nontraditional client in the single parents and homemakers programs in New Jersey.

The two instruments were examined by the project's statistical consultant to determine the mode of analysis. Due to the nature of the data collected, descriptive statistics were recommended.

The New Jersey Single Parents and Homemakers in 1988-89

Similar to the 1987 portrait of the New Jersey single parent and homemaker, this year's data show that the majority are under the age of 30, never married and have children under the age of ten. Reported income still places them at or near the poverty level, while educational level ranges from grade school to college degree. The 1988-89 data indicate the younger population targeted by the Carl D. Perkins Act is being served in New Jersey largely through Division of

Vocational Education grants. This profile is based on data collected on female single parents and homemakers enrolled in nontraditional training programs in New Jersey.

In this section graphs and case studies illustrate the survey results. Specifically identified are:

- Demographic statistics
- Barriers to nontraditional training
- Motivators to nontraditional training
- Needs from nontraditional training and
- Problems finding nontraditional employment.

Case Studies

The following vignettes illustrate some of the most prevalent barriers and motivators to nontraditional occupational training, as perceived by single parents and homemakers who participated in this research, compiled through a series of interviews.

Father as Mentor

Jean is a single parent in her early thirties. She has an eight-year old son and a six year old daughter. The children's father left the household soon after the daughter was born and has refused to contribute to the support of the children. Taking care of herself and the children with her earnings as a waitress became a daily hardship for Jean. She knew she would need more money for her family to survive. Her skills were limited, but as a young girl her father had often encouraged her to help him do repairs on the family car. It had been a time of sharing and learning, and Jean had developed an interest in cars. She now thought she might be able to pursue a career in the field with some training. A friend told her about a nontraditional single parent and homemaker training program in auto maintenance, and Jean enrolled.

While in training, Jean realized that at times her lack of physical strength limited her performance. However, she was still able to prove her capabilities, and her instructors praised her work and diligence. After completing the training program, Jean was employed by an auto dealership. While her income had increased, problems arose on the job. Jean's boss would only allow her to do minor car maintenance jobs such as changing batteries, and when she complained, nothing seemed to change.

Discouraged with her first nontraditional job, she began to look for another. It took time, but Jean found a new position as a representative for an auto manufacturer. She was able to combine her auto repair skills and her ability to work with people as an ombudsman settling disputes between auto dealers and customers who were not satisfied with dealer repair/maintenance work. She is doing well in her new career, and has been able to increase her income and self-confidence substantially. She now knows that she can adequately support herself and her children.

Obtaining a High School Diploma: the NonTraditional Route

Tanya is a pregnant fifteen year old student. Her present situation has her bewildered, and she has not given much thought to her future. School does not interest Tanya, and she puts little effort into her studies. There is no one at home to advise her. Through the high school counselor, she has learned about some nontraditional training programs offered in the vocational school. The counselor has discussed with Tanya how she can receive the kind of training she needs to support herself and her baby after she graduates. She would like to try an electronics program, but making the transfer and leaving her friends has her scared. The school counselor, aware of Tanya's feelings, arranged for a tour of the vocational school along with introductions to some of the faculty and students. After seeing the classes and meeting new people, Tanya's fear of the vocational school diminished enough that she was willing to make the change. Tanya's counselor has been able to help her improve her self-image and motivate her to enroll in the electronics courses. The vocational school will soon open an on-site day care facility for students such as Tanya. With that service and her new nontraditional classes, Tanya can look forward to an economically self-sufficient future.

The Child Care Dilemma

Cybil is an eighteen year old mother of two daughters, aged four and two. She is living with her mother, who can only help caring for the girls sporadically because her job involves shift work. Since Cybil was unable to find day care for her children, she did not finish her high school education. She is now receiving AFDC assistance, but realizes this is not enough to provide a decent life for herself and her daughters.

In an outreach program, a local Single Parent and Homemaker facility was able to locate and interest several young women, including Cybil, in their nontraditional training programs. The SP/H facility offers training in plumbing, carpentry, drafting, and electrical wiring. Cybil has enrolled in the plumbing program and has demonstrated interest and ability. However, attending classes regularly is becoming a serious problem. Obtaining reliable day care is still a hurdle Cybil cannot surmount. The Single Parent and Homemaker facility does not have the resources to help their clients with day care, and often loses students because of it. Though Cybil is capable of completing the nontraditional training, it appears that she may be one of the lost clients if her day care problems are not solved.

Redirecting Her Life

Rosalie is a married Hispanic woman in her late teens with a two year old son. She has a traditional marriage and had expected to remain at home to care for her family while her husband worked outside the home to fulfill the financial responsibilities of the marriage. Rosalie's dream, however, began to fall apart when her husband lost his job and had difficulty finding work. He directed his frustration at Rosalie and became abusive. As the abuse continued, Rosalie knew that she could not stay in the marriage, but she had never planned to work outside the home and was not equipped to find employment.

Working at any job outside the home is already nontraditional for Rosalie. Motivating her to enroll in a nontraditional training program will require encouragement from counselors and peer support to help change her mind set about what she perceives as appropriate work for a woman.

Lack of self confidence, lack of child care, and insufficient income are barriers that can be overcome by the single parent and homemaker. Successful completion of nontraditional occupational training appears to depend largely on the encouragement and guidance of counselors and family and the support services provided by nontraditional training programs. Role models are also important to help make the single parent and homemaker aware of the options and opportunities available to her.

Presentation of Data

The single parent and homemaker population continues to need a network of support systems including, personal counseling, child care, transportation, life skills training, and personal encouragement. Services to these women should offer personal contact and continuity.

It is evident from the response to this survey that single parents and homemakers are becoming increasingly aware of nontraditional training opportunities and the benefits of being employed in nontraditional occupations. However, it is also clear that there are still many barriers that these women face, such as lack of self-confidence, negative attitudes of family and friends, and lack of motivation, as well as insufficient financial resources and the continued need for child care and transportation services.

The following graphs summarize the demographic profile of the single parent and homemaker population and the barriers and needs related to nontraditional training.

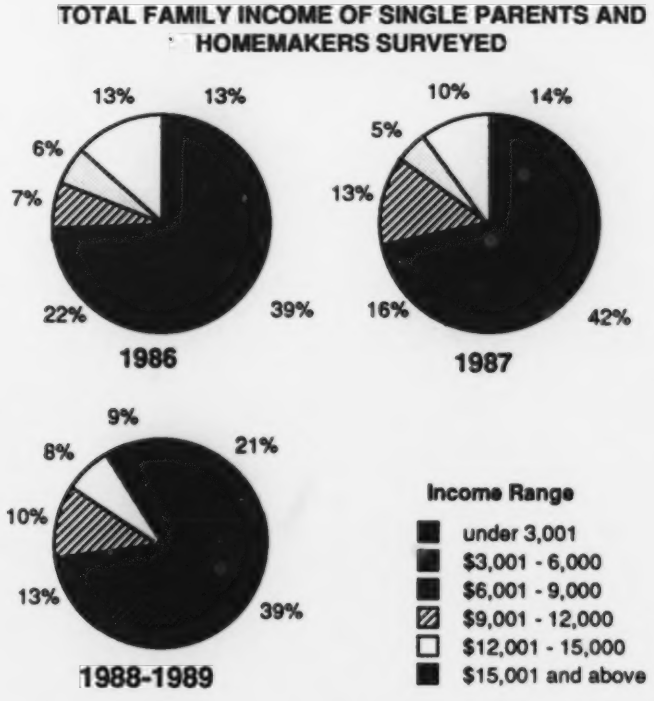


Figure 1

An analysis of the total family income of single parents and homemakers surveyed from 1986-89 indicates:

- a significant decrease in the total family income of clients enrolled in single parents and homemakers programs.
- an increased number of clients living at the poverty level or below as measured by the current JTPA income guidelines.

1987 JTPA INCOME GUIDELINES

Number in Family	Guidelines
one	$5,700
two	$8,480
three	$11,640
four	$14,370
five	$16,960
six	$19,830
seven	$22,700
eight*	$25,570

*For each additional family member add $2,870.00

MARITAL STATUS OF SINGLE PARENTS AND HOMEMAKERS SURVEYED IN NEW JERSEY

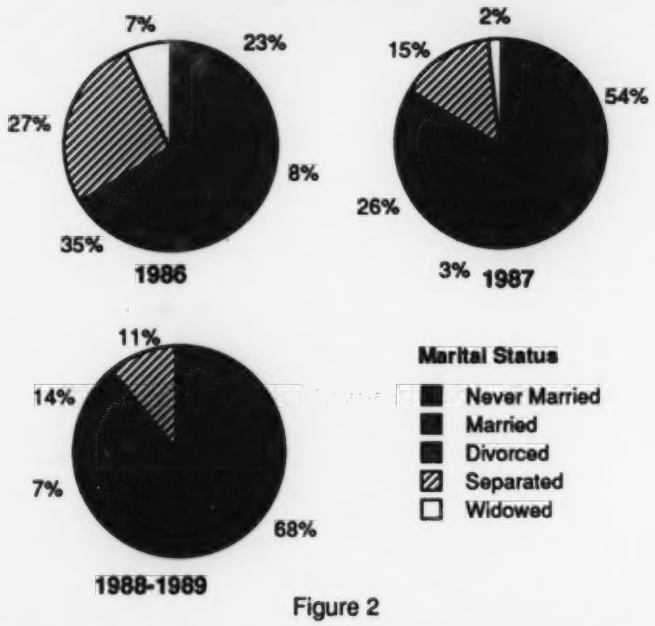


Figure 2

A survey of the marital status of single parents and homemakers from 1986-89 indicates:

- an increase in the number of respondents in the never married category.
- a significant decrease in the number of respondents in the divorced and widowed category.

AGE DISTRIBUTION OF SINGLE PARENTS AND HOMEMAKERS

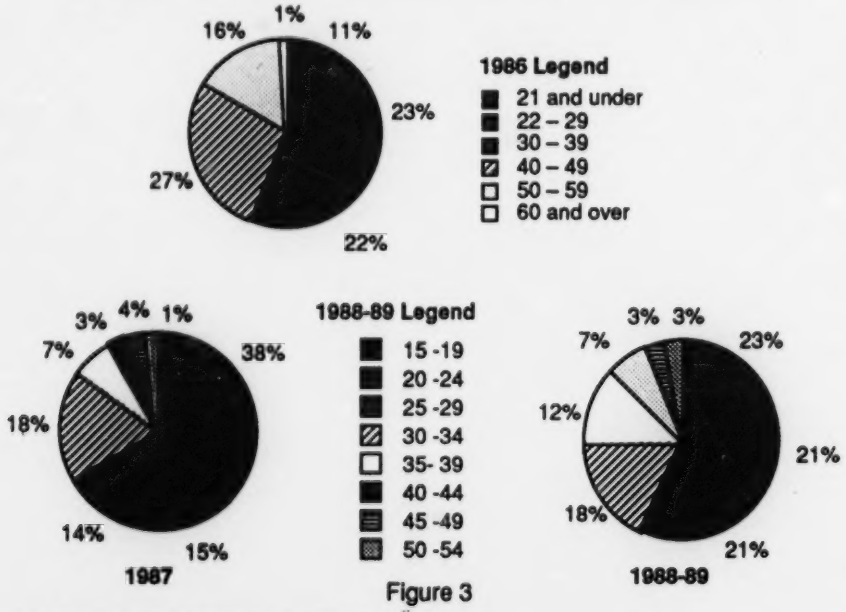


Figure 3

Reviewing the age distribution of single parents and homemakers from 1986-89 shows:

- an increase in the number of 15-19 year olds enrolled in single parents and homemakers programs.
- a steady decline in the number of persons over 35 served by single parents and homemakers programs.
- little variation in the participation of the 20-34 year old group.

ENROLLMENT IN NONTRADITIONAL TRAINING PROGRAMS

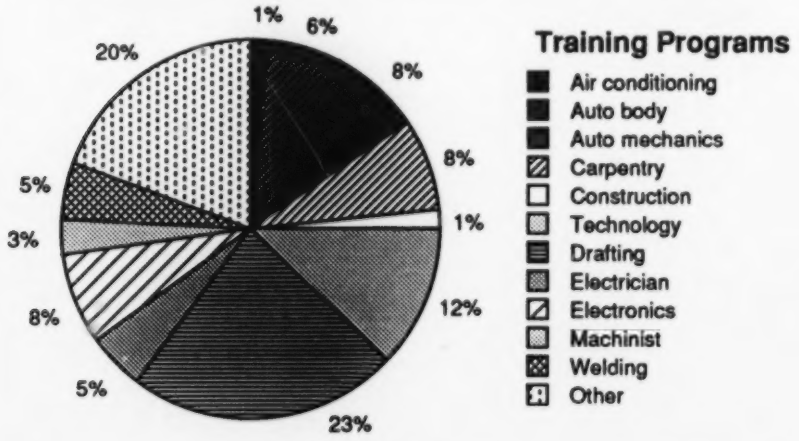


Figure 4

Nontraditional single parent and homemaker clients are enrolled in the following training programs:

- drafting trainees comprised 23 per cent of the sample
- technology programs involved 12 per cent of the sample
- carpentry, construction, and electronics each had an 8 percent client enrollment
- auto body programs had 6 per cent of the enrollment
- electrician and welding programs each had 5 per cent of the enrollment
- machinist training programs had 3 per cent of the enrollment
- air conditioning and construction each had 1 per cent of the enrollment

The remaining 20 per cent of the responses, which included training in printing, plumbing, mechanics, and roofing and siding, comprised the 'other' category.

INTEREST IN NONTRADITIONAL PROGRAMS

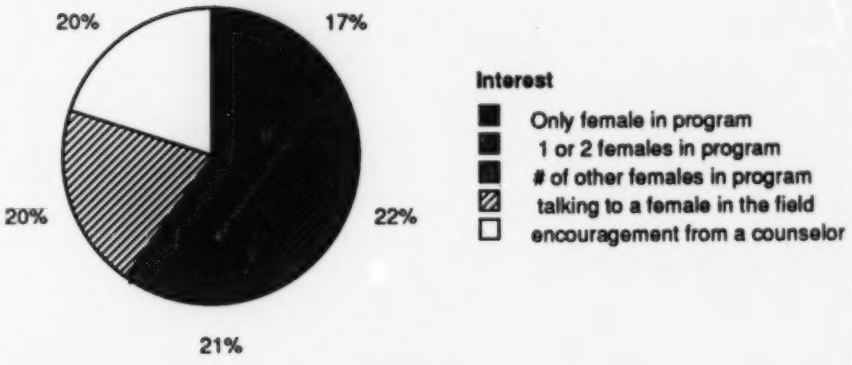


Figure 5

Single parent and homemaker clients were questioned about the circumstances in which they would be comfortable signing up for nontraditional training programs. Their responses were almost equally divided among the following circumstances:

- being the only female in the program
- having one or two other females in the program
- having a number of females in the program
- talking to a female apprentice
- encouragement by a counselor to "give it a try"

GENDER INFLUENCE ON DECISION TO ENTER NONTRADITIONAL TRAINING PROGRAMS

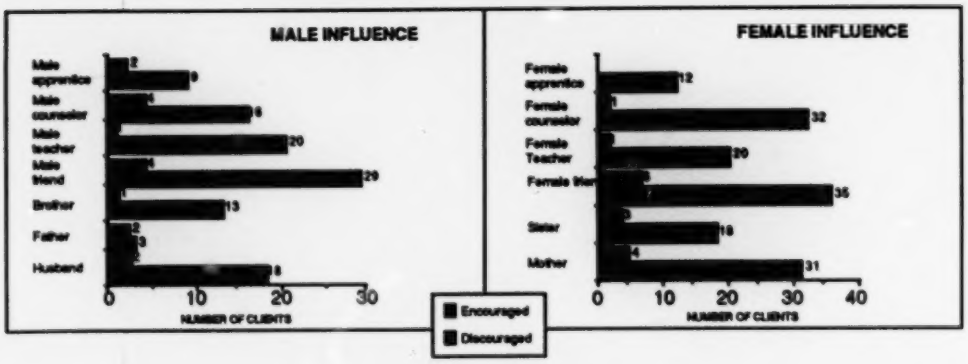


Figure 6

The majority responded that male friends and female friends were most influential. Male teachers were more influential than female teachers, while female counselors were more influential than male counselors. Mothers were more encouraging than fathers and brothers and sisters were equally encouraging. Male and female apprentices and husbands were least encouraging to the single parents and homemakers surveyed.

REASONS FOR CHOOSING NONTRADITIONAL TRAINING

Figure 7

The reasons for choosing nontraditional training by clients are divided into three categories: job related, economic and personal. The majority responded that job related reasons were important. These included:

- wanting to learn a new skill
- using skills and abilities
- interesting program
- providing a variety of tasks on the job.

The economic reasons were identified as:

- chance for advancement
- increase in salary over present or traditional job
- job security
- job availability in the field of choice

Personal reasons for choosing nontraditional training were identified as:

- independence
- opportunity to serve others
- working with people
- opportunity for recognition
- counselor encouragement
- flexibility in work hours
- location

WHAT CLIENTS LIKE ABOUT NONTRADITIONAL TRAINING PROGRAMS

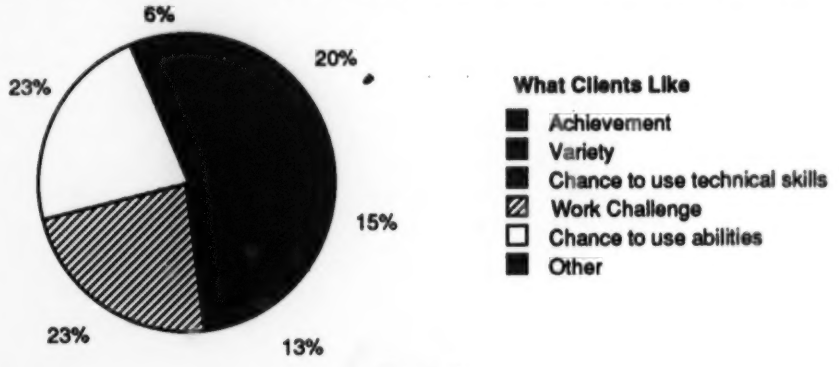


Figure 8

Clients responded that what they enjoyed most about nontraditional training included work challenge and the chance to use their abilities. Also noted were:

- achievement
- variety or diversity of job activities
- the chance to use technical skills
- desire for higher wages
- opportunity to do enjoyable work.

BARRIERS WHILE IN NONTRADITIONAL TRAINING

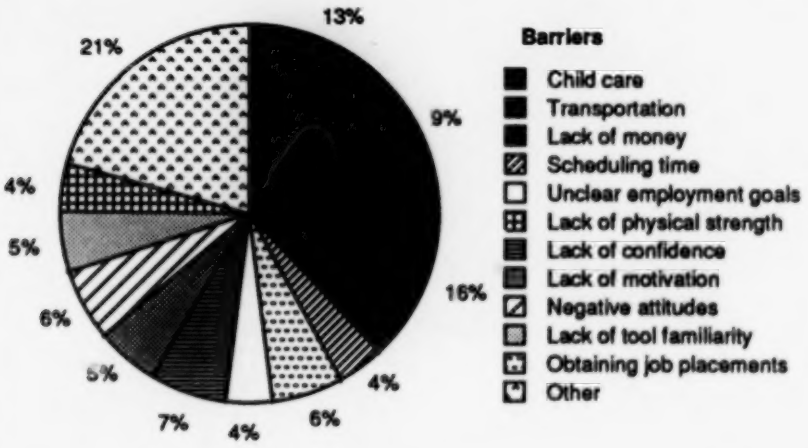


Figure 9

Respondents were asked to identify all significant barriers to their participation in nontraditional training. The major problems experienced included:

- lack of child care
- insufficient money
- transportation difficulties.

The following were also identified as barriers:

- low self confidence
- difficulty obtaining job placement
- negative attitudes of family and friends
- lack of motivation
- lack of familiarity with tools
- scheduling time
- unclear employment goals
- lack of physical strength

The other areas of concern were:

- medical problems
- lack of emotional support
- lack of ability/aptitude in skills required

- difficulty with understanding instruction/assignment
- harassment on the job
- sexual harassment
- male apprentices
- teachers and supervisors having difficulty working with female apprentices
- difficulty working predominately with men

FACTORS RELATED TO ENROLLMENT IN NONTRADITIONAL TRAINING PROGRAMS

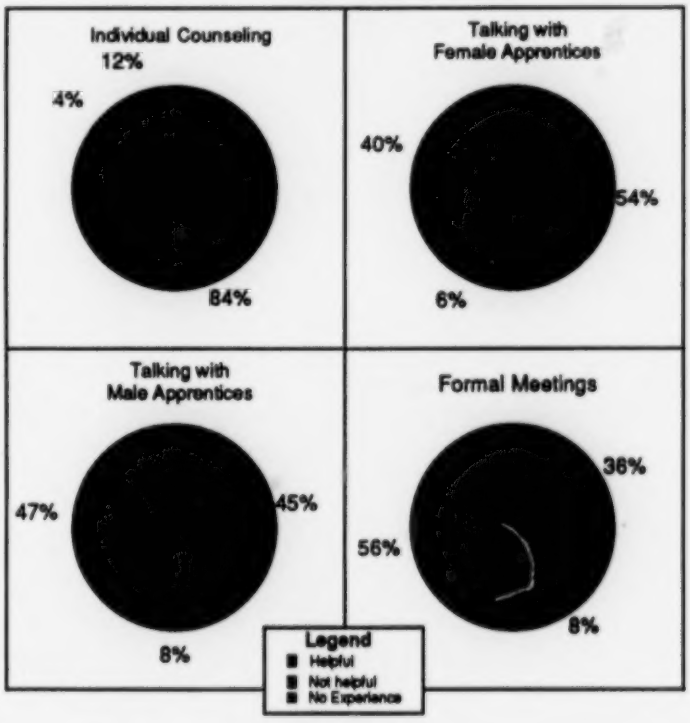


Figure 10

Respondents in a nontraditional training program were asked to rate the level of helpfulness of four factors.

- individual counseling or discussion with a supervisor appeared to be the most helpful
- talking informally with female apprentices was also noted as helpful
- talking informally with male apprentices was cited as useful
- formal, organized meetings with both male and female apprentices were considered least helpful.

NEEDS FROM NONTRADITIONAL PROGRAMS TO ACHIEVE GOALS

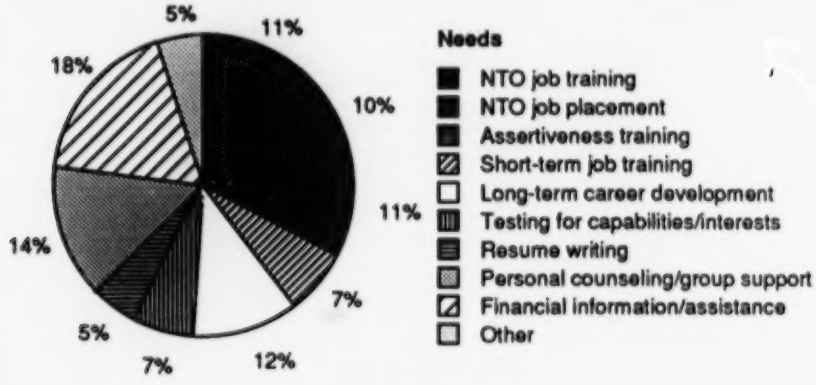


Figure 11

Responses concerning the needs of single parents and homemakers in achieving their goals in a nontraditional field indicate that financial information and assistance is the most important need. Other areas cited as needs were:

- personal counseling and group support
- long-term job skill training
- assertiveness training
- nontraditional job training information and assistance

Clients felt needs least adequately met were:

- inadequate testing for capabilities and interests
- lack of long term job training opportunities

The "other" category also listed areas of concern such as:

- lack of child care
- lack of transportation
- lack of self-confidence
- need for peer group support

BARRIERS TO FINDING NONTRADITIONAL EMPLOYMENT

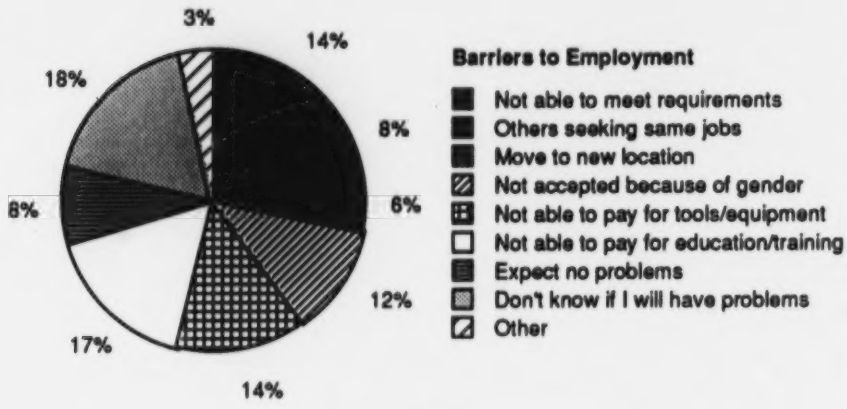


Figure 12

Clients responded that the following were anticipated barriers to nontraditional employment:

- inability to pay for necessary tools and equipment
- inability to pay for additional education or training
- inability to meet requirements such as grades, test scores, etc.
- lack of acceptance by employers because of their gender
- possible competition for jobs in the marketplace
- unclear expectations

Summary

This study was designed to illustrate the factors that lead single parents and homemakers to choose nontraditional job training and the barriers that single parents and homemakers face while in nontraditional occupational training. Data was collected from 14 sites through a mail survey:

1) Client Survey Data Form - 73 respondents

2) Director Survey Data Form - 10 respondent

Over the past three years of research on the single parent and homemaker in New Jersey, the single parent and homemaker has become younger (under age 30), has dependent children under the age of 5 (49 per cent), and has income at or below the poverty level (60 per cent).

Single parents and homemakers continue to face a multitude of obstacles when entering training programs and employment, particularly in nontraditional occupational areas. Single parent and homemaker program directors also note that it is often difficult and nontraditional for these women to work outside the home. It takes concerted, consistent effort to supply the needed encouragement and support services essential to assist women in nontraditional occupational decision making and training. Therefore, it is imperative that Single Parent and Homemaker Programs become comprehensive, as well as individualized, to meet this population's wide diversity of needs.

Implications

1. The New Jersey population of single parents and homemakers is growing younger and poorer. Thirty eight per cent of the women surveyed were younger than twenty years of age. Their lack of skills and experience often prevents them from entering higher paying occupations. In order to succeed they need vocational education in nontraditional areas, a high school diploma or its equivalent, child care and other support services while in training.

2. A survey of the marital status of the single parents and homemakers population revealed that the programs are serving the younger population (14-25) targeted by the Carl D. Perkins legislation and 68 per cent of these single parents and homemakers have never been married. Lack of information concerning child development mandates parenting and other life skills workshops to enable young single parents to successfully balance the demands of work and family.

3. No single factor has been most effective in attracting women to nontraditional job training. Therefore, an array of strategies must be utilized to recruit single parents and homemakers:

   a. Offer opportunities to become acquainted with female role models in nontraditional occupations.

   b. Conduct group awareness and/or orientation sessions.

   c. Offer support groups to nurture and sustain women in nontraditional training.

   d. Provide opportunities to link with counselors during training and the initial employment period.

4. Once single parents and homemakers were involved in nontraditional or other vocational training they reported the experience to be stimulating, challenging and providing opportunities for a real choice in the work world. Single parents and homemakers must continue to be encouraged to take risks and to enter traditionally male occupied fields.

5. Many barriers which faced the single parents and homemakers interfered with completion of training. Financial support during training such as paid apprenticeships, on-site child care facilities, and access to transportation would eliminate the most significant barriers.

6. Many single parents and homemakers studied had low self-esteem and were unable to set long term goals. Future programs serving this population should offer personal counseling, assertiveness workshops, and a series of several short term job training experiences in incremental stages culminating in preparedness for nontraditional occupations.

7. Although the Department of Labor and local Private Industry Councils have worked cooperatively to serve the single parent and homemaker population, the programs are inconsistent in the services they provide. Statewide policies should insure :

   a. Consistent networking of appropriate services to single parents and homemakers.

   b. Developing strategies to recruit and attract single parents and homemakers and remove the barriers which prevent them from entering training.

   c. Realizing that long term (more than one year) training results in an ability to succeed in a nontraditional, higher paying occupation.

Limitations of the Study

The sample of this study was limited to clients enrolled in nontraditional occupational training and selected by single parents and homemakers program directors.

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Appendix 1

Locations of Single Parents and Homemakers Programs

☆ = Locations of Single Parents and Homemakers Programs

Single Parents and Homemaker Programs 1988-89

CHOICE III
Bergen County Tech. School
280 Hackensack Avenue
Hackensack, NJ 07601

SINGLE PARENT & HOMEMAKER
Cape May County AVTS
Crest Haven Road
Cape May Court House, NJ 08210 *

WOMEN ON THE MOVE
Essex County VTS
91 West Market Street
Newark, NJ 07103 *
in conjunction with
Essex County, VTS
68 South Harrison Street
East Orange, NJ 07018

DISPLACED WORKERS AND PROJECT EMPLOYMENT
Gloucester County AVTS
Tanyard Road, Box 186
Sewell, NJ 08080 *

BUSINESS EDUCATION EXPLORATION
Greater Paterson O.I.C.
69 Ellison Street
PO Box 2436
Paterson, NJ 07509 *

SINGLE PARENTS & HOMEMAKERS
4700 Long Beach Blvd.
Brant Beach, NJ 08008
Long Beach Island Com. Ctr.
20th and Central Avenues
Ship Bottom, NJ 08008

WOMEN'S JOB CENTER
112 Rues Lane
PO Box 220East
East Brunswick, NJ 08816*

WOMEN'S OPPORTUNITY TO RETRAIN
FOR CAREERS (WORC)
Jersey City State College
Women's Center
2039 Kennedy Blvd.
Jersey City, NJ 07307

JOB TRAINING & ASSESSMENT FOR SINGLE PARENTS AND HOMEMAKERS
Salem County AVTS
RD #2 Box 350
Woodstown, NJ 08098 *

TWILIGHT SINGLE PARENT PROGRAM
Somerset County AVTS
PO Box 6350
N. Bridge & Vogt Drive
Bridgewater, NJ 08897 *

PROJECT SELF-SUFFICIENCY
Sussex County AVTS
Project Self-Sufficiency
105 North Church Road
Sparta NJ 07871

TEEN PACT
Bergen County VTS District
280 Hackensack Avenue
Career Development Center
Hackensack, NJ 07601

PROGRAM TO PROMOTE SEX EQUITY
Cumberland County VTS
RR8 - Box 45
Bridgeton, NJ 08302

HISPANIC WOMEN ON THE MOVE
A.S.P.I.R.A.
106 Halsey Street
Newark, NJ 07102
Essex County Vo-Tech
68 South Harrison Street
East Orange, NJ 07018 *

CAREER ALTERNATIVES PROJECT
Glassboro State College
Office of Adult Education, Triad Bldg.
Glassboro, NJ 08028-5416*

PROJECT TREE
Middlesex VTS
256 Easton Avenue
New Brunswick, NJ 08901*

SEX EQUITY MIDDLE AND NONTRADITIONAL
Parsippany Adult & Community Education
Box 53
Lincoln Avenue
Lake Hiawatha, NJ 07054

NONTRADITIONAL RECRUITMENT AND RETENTION
Salem County AVTS
RD #2, Box 350
Woodstown, NJ 08098*

GUIDANCE UNLIMITED
Warren County AVTS
RD #1, Box 168A
Washington, NJ 07882*

WOMEN IN THE WORKFORCE
First United Methodist Church
25 Brainerd Street
Mt. Holly, NJ
Burlington/Camden Volunteers of America
6981 North Park Drive, 3rd Floor
Pennsauken, NJ 08109*

VOCATIONAL EDUCATION SERVICE TO SINGLE PARENTS
Elizabeth Board of Education
500 North Broad Street
Elizabeth, NJ 07207

PROJECT SELF SUFFICIENCY
Jersey City Housing &
Economic Development
26 Journal Square
Jersey City, NJ 07306

CAREER ASSESSMENT SERVICES TRAINING (CAST)
Middlesex County AVTS
Women's Job Center
618 New Brunswick Avenue
Perth Amboy, NJ 08861*

HIGH RISK YOUTH/FAMILIES IN TRANSITION
Middlesex County AVTS
Women's Job Center
256 Easton Avenue
New Brunswick, NJ 08901*

*Programs participating in this study

DISPLACED HOMEMAKERS
140 East Hanover Street
Trenton, NJ 08608*

SINGLE PARENT/DISPLACED HOMEMAKER OPPORTUNITY CENTER
Warren County AVTS
Box 168A, RD #1
Washington, NJ 07882*

SOUTH JERSEY OUTREACH PROJECT
Glassboro State College
Office of Adult Education
Triad Bldg. B Wing
Glassboro, NJ 08028*

PROJECT SELF-SUFFICIENCY
Bayonne Public Schools
Avenue A & 29th Street
Bayonne, NJ 07002

TRAINING OPTIONS FOR PARENTS
Burlington Co. Sp. Service School
Woodland Road, PO Box 775
Mount Holly, NJ 08060

TEEN PARENT CENTER
Middlesex County AVTS
21 Suttons Lane
Piscataway, NJ 088901*

WOMEN'S PRE-EMPLOYMENT CLINIC AND
WOMEN'S NEW BUSINESS CLINIC
Women's Rights Information Center
108 West Palisade Avenue
Englewood, NJ 07631

1988 MSC/SPH SURVEY

The **Life Skills Center of Montclair State College**, in cooperation with the New Jersey Division of Vocational Education, is continuing the study of the single parents and homemakers in New Jersey.

We would appreciate your help in filling out the following survey. The purpose of this study is to further assist the Division of Vocational Education in serving your needs.

CONFIDENTIAL: The results of this survey will be used for counseling and evaluation purposes only.

DIRECTIONS: Please answer the following questions.

---

1. In what county do you live?

   _____

2. Your sex (Circle number of answer)

   1 Female
   2 Male

3. Present age: _____years

4. Your present marital status (Circle number of answer)

   1 never married
   2 married
   3 divorced
   4 separated
   5 widowed

   If you are divorced, separated or widowed, how many years have you been so?

   _____years

5. Are you presently a single parent? (Circle the number of answer)

   1 No
   2 Yes

   If yes, how long have you been a single parent?_____years

6. Number of children you have in each age group. (If none, write "0" before each)

   Number of children

   _____under 5 years
   _____5 - 10 years
   _____11 - 15 years
   _____16 - 18 years

7. Which is the highest level of education that you have completed? (Circle number of answer)

1 No formal education
2 GED (General Ed. Diploma)
3 Elementary (grade school)
4 High school diploma
5 Technical certificate
6 College-number of years_
7 Other (specify)_____

8. Which of the following categories best describes your total family income during the past 12 months? (Circle number of answer)

1 $ 0 - 2,999
2 $3,000 - 5,999
3 $6,000 - 8,999
4 $9,000 - 11,999
5 $12,000 - 14,999
6 $15,000 and above

Section 2

For this study a nontraditional job for women is one in which most of the workers are men and a nontraditional job for men is one in which most of the workers are women.

Example:

Nontraditional for men	Nontraditional for women
Secretary	Construction worker
Nurse	Police Officer
Cosmetologist	Mechanic

9. Are you involved in any of the nontraditional training programs listed below? Check (X) yes or no.

	YES	NO
air conditioning	____	____
auto body	____	____
auto mechanics	____	____
carpentry	____	____
construction	____	____
technology	____	____
drafting	____	____
electrician	____	____
electronics	____	____
machinist	____	____
welding	____	____
other(specify)	_____	

10. If you are interested in a nontraditional training program, would you feel comfortable about signing up for that program : Check (X) yes or no.

	YES	NO
If you were the only female?	___	___
If there were one or two other females?	___	___
If there were a number of other females?	___	___
If you talked to a female worker in the field?	___	___
If a counselor encouraged you to "give it a try"?	___	___

11. Circle the number which best describes the influence each of the following had in your decision to enter a nontraditional program:

	Encouraged	Discouraged	Neutral	No Contact
Mother	1	2	3	4
Father	1	2	3	4
Husband	1	2	3	4
Brother(s)	1	2	3	4
Sister(s)	1	2	3	4
Male friend(s)	1	2	3	4
Female friend(s)	1	2	3	4
Male teacher(s)	1	2	3	4
Female teacher(s)	1	2	3	4
Male counselor(s)	1	2	3	4
Female counselor(s)	1	2	3	4
Male apprentices	1	2	3	4
Female apprentices	1	2	3	4

Other (specify)_____

12. Why did you choose the nontraditional training program? (Circle all that apply)

1 Chance for advancement
2 Job security
3 Salary
4 Jobs available in this field
5 Counselor convinced me to take it
6 Wanted to learn a new skill
7 Opportunity to serve others
8 Opportunity for recognition
9 Independence
10 Location
11 Scheduling (work hours)
12 Work with people
13 Program sounded interesting
14 Use of skills and abilities
15 Variety of tasks
16 Other (specify)_____

13. What do you like about the nontraditional training program? (Circle number of answer)

1 Achievement
2 Variety
3 Chance to use my technical skills
4 Work challenge
5 Chance to use my abilities
6 Other (specify)_____

Life Skills Center, Montclair State College, Upper Montclair, New Jersey 07043

14. Have you experienced any of the following problems while in a nontraditional program? (Circle all that apply)

1 Child care
2 Transportation
3 Lack of money
4 Scheduling time to attend related instruction classes
5 Unclear employment goals
6 Medical problems
7 Lack of physical strength
8 Lack of self-esteem/confidence
9 Lack of motivation
10 Negative attitude of family and friends
11 Lack of emotional support via group involvement and networking
12 Lack of ability/aptitude in skills required
13 Difficulty with understanding classroom instruction/assignment
14 Lack of familiarity with tools
15 Inability to meet nontraditional program requirements
16 Obtaining job placements
17 Harassment on the job
18 Male apprentices having difficulty working with female apprentices
19 Teacher(s) having difficulty working with female apprentices
20 Supervisor(s) having difficulty working with female apprentices
21 Difficulty working predominately with men.
22 Sexual harassment
23 Other (specify)_____

15. Rate the level of helpfulness of each of the following while you were enrolled in a nontraditional program. (Circle appropriate number)

	Helpful	Not Helpful	No Experience
Individual counseling or discussion with supervisor	1	2	3
Talking with women apprentices informally	1	2	3
Talking with men apprentices informally	1	2	3
Formal, organized meetings with both men and women apprentices	1	2	3
Other (specify)_____			

16. What do you think you need from the Single Parent/Homemaker program to help you achieve your goals in a nontraditional field?

Choose the 3 most important items and circle the number of the answer.

1 Nontraditional job training information and assistance
2 Nontraditional job placement information and assistance
3 Assertiveness training
4 Short-term job skill training program
5 Long-term career development
6 Testing for capabilities and interests
7 Resume writing
8 Personal counseling/group support
9 Financial information and assistance
10 Other (specify)_____

17. What kind of problems do you think you may have getting the kind of job you want? (Circle all that apply)

1 May not be able to meet requirements such as grades, test scores, etc.
2 Many others seeking same jobs
3 May have to move to a new location
4 May not be accepted by employers because of my sex
5 May not be able to pay for additional education, training
6 May not be able to pay for necessary tools, equipment
7 Expect no problems
8 Don't know if I will have any problems
9 Other (specify)_____

18. What do you dislike about nontraditional occupations? (Circle all that apply)

1 Job does not pay enough
2 No chance to advance on the job
3 Lack of recognition for my work
4 No job security
5 Spouse's job required relocation
6 Not given enough responsibilities on the job
7 Wanted to do more challenging work
8 Disagree with company policies and practices
9 Job does not let me use my abilities
10 Do not feel that I am accomplishing anything
11 Boss is difficult to work with
12 Unpleasant or hazardous working conditions
13 Lack of encouragement from family or friends
14 Other (specify) _____

1988 MSC/SPH DIRECTORS SURVEY

The Life Skills Center at Montclair State College, in cooperation with the New Jersey Division of Vocational Education, is continuing the study of single parents and homemakers in New Jersey.

We need your help in completing this survey.

The purpose of this study is to further assist the Division of Vocational Education in serving your needs and the needs of your clients/students.

DIRECTIONS: Please answer the following questions.

---

1. Organization/Agency Name _____
   Address _____ City _____
   County _____ State _____ Zip _____
   Director/Title of person completing questionnaire: _____
   Phone _____ Ext. _____

2. In what year did your program begin? _____

3. Staff Members Providing Services
   Total No. _____
   From what areas of New Jersey do your clients come?
   List: _____ _____
   _____ _____

For this study a nontraditional job for women is one in which most of the workers are men and a nontraditional job for men is one in which most of the workers are women.

Example:

Nontraditional for men	Nontraditional for women
Secretary	Construction Worker
Nurse	Police Officer
Cosmetologist	Mechanic

4. How do you inform and recruit potential clients of your services?
   (Circle number of all that apply)

   1 Newspaper
   2 Television
   3 Radio
   4 Brochure
   5 Poster
   6 Social Service Agency
   7 Other

5. What do you see as the most important needs of the nontraditional trainee? (Circle number of all that apply)

Job Related

1 Career planning
2 Job development
3 Vocational guidance
4 Aptitude testing
5 Resume writing
6 Job interview
7 Finding a job
8 Other (specify)_____

Social

1 Counseling
2 Support groups
3 Medical assistance
4 Legal services
5 Child care
6 Work/family management
7 Parenting skills
8 Personal development
9 Other(specify)_____

Financial

1 Financial planning
2 Consumer education
3 Money management
4 Knowledge of community financial/support resources
5 Other (specify)_____

6. Indicate whether the following support services are available, needed or not needed by nontraditional participants in your program. (Circle number of answer)

Available	Needed	Not Needed	
1	2	3	Nontraditional career information
1	2	3	Help in defining the kind of nontraditional career desired
1	2	3	Help in finding the nontraditional job desired
1	2	3	Nontraditional career orientation program
1	2	3	Encouragement and counseling from program personnel to enter nontraditional programs
1	2	3	Informally talking with women apprentices
1	2	3	Informally talking with men apprentices
1	2	3	Formal, organized meetings with both men and women apprentices
1	2	3	Job-site visits

SPECIFIC JOB-RELATED SKILL TRAINING

7. Do you offer special courses which develop nontraditional job skills?

   1 - Yes 2 - No

   If yes, please list course titles:.

   _____ _____

   _____ _____

8. Do you refer clients to agencies providing nontraditional skills training?

   1 - Yes 2 - No

9. Please identify agencies.

   _____ _____

   _____ _____

   _____ _____

10. Do you offer placement services for nontraditional program participants?

    1 - Yes 2 - No

11. Do you think the female clients are serious about learning the nontraditional skills being taught?

    1 - Yes 2 - No

12. What obstacles do you feel clients face in completing nontraditional programs? (Circle number of all that apply)

    1 Child care
    2 Transportation
    3 Lack of money
    4 Scheduling time to attend related instruction classes
    5 Unclear employment goals
    6 Medical problems
    7 Lack of physical strength
    8 Lack of self-esteem/confidence
    9 Motivation
    10 Negative attitude of family and friends toward nontraditional goals & interests.
    11 Lack of emotional support via group involvement and networking
    12 Lack of ability/aptitude in skills required
    13 Difficulty with understanding classroom instruction / assignments
    14 Lack of familiarity with tools
    15 Inability to meet nontraditional program requirements
    16 Obtaining job placements
    17 Harassment on the job
    18 Male apprentices having difficulty working with female apprentices
    19 Teacher(s) having difficulty working with female apprentices
    20 Supervisor(s) having difficulty working with female apprentices
    21 Difficulty working predominantly with men
    22 Sexual harassment
    23 Other (specify)_____

13. Which of the following job-training components are included in your program? (Circle all that apply)

1 Communication skills
2 Management skills
3 Occupational skills assessment (interest, aptitude)
4 Labor market information
5 Job search skills
6 Job placement assistance
7 Job retention skills
8 Skill preparation training for drafting
9 Skill preparation training for carpentry
10 Skill preparation training for welding
11 Skill preparation training for printing
12 Skill preparation training for computer repair
13 Skill preparation training for computer operation
14 Please list all other nontraditional skill preparation training available in your programs _____
15 Other job training components (Please list) _____
_____

14. Have you found/observed any specific factors or characteristics of your clients/students that lead to the successful completion of a non-traditional skill preparation program?

1 Female role models
2 Attitude
3 Determination
4 Other

15. What types of jobs do women from your nontraditional program enter? (Circle number of all that apply)

1 Welding
2 Printing
3 Computers
4 Plumbing
5 Drafting
6 Carpentry
7 Construction Technology
8 Electric Wiring
9 Other (specify) _____

16. What is the average number of clients in your nontraditional training program yearly? _____

17. How are you evaluating the effectiveness of your nontraditional training program?

1 Client follow-up (6 month)
2 Client follow-up (1 year)
3 Other (specify)_____

18. What future plans or direction do you visualize for your nontraditional training program?